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| **Make sense of problems and persevere in solving them** | **Reason abstractly and quantitatively** | **Construct viable arguments and critique the reasoning of others** | **Model with mathematics** |
| *Teachers ask:*   * What is this problem asking? * How could you start this problem? * How could you make this problem easier to solve? * How is \_\_\_’s way of solving the problem like/different from yours? * Does your plan make sense? Why or why not? * What tools/manipulatives might help you? * What are you having trouble with? * How can you check this? | *Teachers ask:*   * What does the number \_\_\_\_ represent in the problem? * How can you represent the problem with symbols and numbers? * Create a representation of the problem. | *Teachers ask:*   * How is your answer different than \_\_\_\_\_’s? * How can you prove that your answer is correct? * What math language will help you prove your answer? * What examples could prove or disprove your argument? * What do you think about \_\_\_\_\_’s argument * What is wrong with \_\_\_\_’s thinking? * What questions do you have for \_\_\_\_?   *\*it is important that the teacher poses tasks that involve arguments or critiques* | *Teachers ask:*   * Write a number sentence to describe this situation * What do you already know about solving this problem? * What connections do you see? * Why do the results make sense? * Is this working or do you need to change your model?   *\*It is important that the teacher poses tasks that involve real world situations* |
| **Use appropriate tools strategically** | **Attend to precision** | **Look for and make use of structure** | **Look for and express regularity in repeated reasoning** |
| *Teachers ask:*   * How could you use manipulatives or a drawing to show your thinking? * Which tool/manipulative would be best for this problem? * What other resources could help you solve this problem? | *Teachers ask:*   * What does the word \_\_\_\_ mean? * Explain what you did to solve the problem. * Compare your answer to \_\_\_\_\_’s answer * What labels could you use? * How do you know your answer is accurate? * Did you use the most efficient way to solve the problem? | *Teachers ask:*   * Why does this happen? * How is \_\_\_\_ related to \_\_\_\_? * Why is this important to the problem? * What do you know about \_\_\_\_ that you can apply to this situation? * How can you use what you know to explain why this works? * What patterns do you see?   *\*deductive reasoning (moving from general to specific)* | *Teachers ask:*   * What generalizations can you make? * Can you find a shortcut to solve the problem? How would your shortcut make the problem easier? * How could this problem help you solve another problem?   *\*inductive reasoning (moving from specific to general)* |